

**Attachment M – Table 005.02-1 Professional Education Competencies**

Academic Year	2019	-	2020	Completers =	41
Academic Year	2020	-	2021	Completers =	43
<b>Professional Competencies</b>					
<p>Provide a summarized narrative discussing how the unit is assured all candidates meet each professional competency in 005.02A – 005.02L. Narrative to include information such as:</p> <ul style="list-style-type: none"> <li>• Example assessments used by the unit to measure this competency,</li> <li>• General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any),</li> <li>• Changes made or being considered for the endorsement program(s) and/or unit level as a result of evidence.</li> </ul> <p>Limit response to no more than one page for each professional competency area.</p>					
<p><b>005.02A Student Development.</b> The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>					
<p>Candidates complete several courses, including Psyc 250 Human Growth and Development, Educ 255 Differentiating Instruction for Diverse Learners, methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these experiences includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessment occurring during clinical practice (Nebraska Clinical Experience Evaluation).</p> <p><b>Summative Assessment(s)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Nebraska Clinical Practice Rubric</a></li> </ul> <p><b>Summative Assessment Data</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Nebraska Clinical Evaluation- Final Fall 2019</a></li> <li>• <a href="#">Nebraska Clinical Evaluation- Final Spring 2020</a></li> <li>• <a href="#">Nebraska Clinical Evaluation- Final Fall 2020</a></li> <li>• <a href="#">Nebraska Clinical Evaluation- Final Spring 2021</a></li> <li>• <a href="#">Clinical Practice Evaluation 2019-2020 Snapshot</a></li> <li>• <a href="#">Clinical Practice Evaluation 2020-2021 Snapshot</a></li> </ul>					

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**005.02B Learning Differences.** The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.

Candidates complete several courses, including Psyc 250 Human Growth and Development, Educ 255 Differentiating Instruction for Diverse Learners, methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these experiences includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessment occurring during clinical practice (Nebraska Clinical Experience Evaluation).

### **Summative Assessment(s)**

- [Nebraska Clinical Practice Rubric](#)

### **Summative Assessment Data**

- [Nebraska Clinical Evaluation- Final Fall 2019](#)
- [Nebraska Clinical Evaluation- Final Spring 2020](#)
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**005.02C Learning Environments.** The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Candidates complete several courses, including Psyc 250 Human Growth and Development, Educ 255 Differentiating Instruction for Diverse Learners, methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these experiences includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessment occurring during clinical practice (Nebraska Clinical Experience Evaluation).

### **Summative Assessment(s)**

- [Nebraska Clinical Practice Rubric](#)

### **Summative Assessment Data**

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- [Nebraska Clinical Evaluation- Final Fall 2019](#)
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**005.02D Content Knowledge.** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

Candidates complete the list of required content courses that have been selected for each endorsement program as their primary preparation of content knowledge. In addition, all candidates complete practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Content GPA, Praxis II Content Exam and the Nebraska Clinical Experience Evaluation).

### **Summative Assessment(s)**

- [Nebraska Clinical Practice Rubric](#)
- **Content GPA**
- **Praxis II**

### **Summative Assessment Data**

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- [Content GPA Data by Endorsement](#)
- [Praxis II Means by Endorsement](#)

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**005.02E Application of Content.** The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Candidates complete several courses, including methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Instructional Analysis Project and the Nebraska Clinical Experience Evaluation). The Instructional Analysis Project is an adaptation of the Teacher Work Sample and provides opportunity for the candidate to plan/implement instruction and analyze his/her effectiveness for impacting student learning.

### **Summative Assessment(s)**

- [Nebraska Clinical Practice Rubric](#)
- [IAP Part 1](#)
- [IAP Part 2](#)
- [IAP Part 3](#)
- [IAP Part 4](#)
- [IAP Assessment Plan Table](#)

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- [Instructional Analysis Project Data 2020-2021 Snapshot](#)

**005.02F Assessment.** The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making.

Candidates complete several courses, including Educ 317 Assessment for Student Learning, methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that

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assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Instructional Analysis Project and the Nebraska Clinical Experience Evaluation). The Instructional Analysis Project is an adaptation of the Teacher Work Sample and provides opportunity for the candidate to plan/implement instruction and analyze their effectiveness for impacting student learning.

### **Summative Assessment(s)**

- **Nebraska Clinical Practice Rubric**
- **IAP Part 1**
- **IAP Part 2**
- **IAP Part 3**
- **IAP Part 4**
- **IAP Assessment Plan Table**

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005.02G Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.

Candidates complete several courses, including methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Instructional Analysis Project and the Nebraska Clinical Experience Evaluation). The Instructional Analysis Project is an adaptation of the Teacher Work Sample and provides opportunity for the candidate to plan/implement instruction and analyze their effectiveness for impacting student learning.

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- [Nebraska Clinical Practice Rubric](#)
- [IAP Part 1](#)
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- [IAP Part 4](#)
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005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.

Candidates complete several courses, including Educ 315 Educational Technology, methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Instructional Analysis Project and the Nebraska Clinical Experience Evaluation). The Instructional Analysis Project is an adaptation of the Teacher Work Sample and provides opportunity for the candidate to plan/implement instruction and analyze their effectiveness for impacting student learning.

### Summative Assessment(s)

- [Nebraska Clinical Practice Rubric](#)
- [IAP Part 1](#)
- [IAP Part 2](#)

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- [IAP Part 3](#)
- [IAP Part 4](#)
- [IAP Assessment Plan Table](#)

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005.02I Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

Candidates complete several courses, including Educ 400 Professional and Collaborative Practices, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Nebraska Clinical Experience Evaluation and Disposition Evaluation).

### **Summative Assessment(s)**

- [Nebraska Clinical Practice Rubric](#)
- [Educator Disposition Assessment](#)

### **Summative Assessment Data**

- [Nebraska Clinical Evaluation- Final Fall 2019](#)
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- **Clinical Practice Evaluation 2020-2021 Snapshot**
- **EDA Practicum 2019-2020 Assessment**
- **EDA Practicum 2020-2021 Assessment**
- **EDA Student Teaching 2019-2020 Assessment**
- **EDA Student Teaching 2020-2021 Assessment**

**005.02J Leadership and Collaboration.** The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.

Candidates complete several courses, including Educ 400 Professional and Collaborative Practices, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Nebraska Clinical Experience Evaluation).

### **Summative Assessment(s)**

- **Nebraska Clinical Practice Rubric**

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- **Nebraska Clinical Evaluation- Final Fall 2019**
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## Attachment M – Table 005.02-1 Professional Education Competencies

005.02K Human Relations. The institution shall offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills as enumerated in 79-807(6) R.R.S.:

005.02K1 An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;

005.02K2 The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;

005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;

005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;

005.02K5 Respect for human dignity and individual rights; and

005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

Candidates primarily develop knowledge and skills related to Human Relations through Educ 255 Differentiated Instruction for Diverse Learners, with additional instruction provided within a number of other courses required for certification. The summative assessment occurs during clinical practices (Nebraska Clinical Experience Evaluation), with specific focus on competencies aligned to standards 2, 5, 6, 7, and 8.

### **Summative Assessment(s)**

- [Nebraska Clinical Practice Rubric](#)

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005.02L Special Education. The institution will require one or more courses which provide candidates with systematic and continuing opportunities to develop knowledge, skills, and professional dispositions for teaching students with disabilities including the areas enumerated by 79-807(7) R.R.S.:

005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by section 79-1118.01 R.R.S.;

005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;

005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;

005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and

005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

Candidates primarily develop knowledge and skills related to Special Education through SpEd 200 Introduction to Special Education, with additional instruction provided within a number of other courses required for certification. The summative assessment occurs during clinical practices (Nebraska Clinical Experience Evaluation), with specific focus on competencies aligned to standards 2, 5, 6, 7, and 8.

### **Summative Assessment(s)**

- [Nebraska Clinical Practice Rubric](#)

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